

INTERIM PROGRESS REPORT  
To  
AABEDC - MOREHEAD STATE UNIVERSITY  
MOREHEAD, KENTUCKY

Submitted by:

OHIO MODULE FIELD UNIT PROJECT

SCIOTO VALLEY SCHOOL DISTRICT  
Piketon, Ohio

## INTRODUCTION -

The Ohio Field Unit Project was developed by members of the Ohio Adult Basic Education Advisory Committee and is related to needs and problems confronting rural ABE Programs in the 26 county Appalachian Region of the state.

Dr. Harvey Hershey, University Staff Specialist for Region Five, assisted with the development and revision of the project.

On March 13, 1968, the first draft of the proposal was submitted to the ABE Advisory Committee for their review and approval.

The Ohio proposal was presented to the Regional Board of Directors of A.A.B.E.D.C. and subsequently submitted to the Morehead Center for review and approval.

As a result of AABEDC negotiations, late funding of the AABEDC Project, and subsequent negotiations of the State Module Projects, Phase I of the Ohio Project - preplanning and pre-service staff development - was almost entirely eliminated. This delay has in many ways affected the operational aspect, Phase II, of the program.

## MAJOR OBJECTIVES of the Proposal are related to:

- (1) Assessment and development of instructional materials appropriate for use with the rural appalachian ABE student.
- (2) Providing for more adequate counseling services by utilizing the teacher as a counselor.
- (3) Providing home visitation time for instructors for the purpose of providing home instruction related to recruitment, becoming more aware of the participant's needs and problems, and providing counseling and other services related to the participant's benefit.
- (4) Providing a model staff development program related to the needs of rural appalachian adults.
- (5) Coordination and utilization of the services of various agencies in aiding the ABE Program and its participants.
- (6) Initiating follow-up activities in order to better assess the ABE Programs.
- (7) Develop a design for evaluation of ABE Programs.

## REGION SERVED

The Ohio Module Field Unit Project serves seven Appalachian counties in rural Southern Ohio. The counties include: Pike, Gallia, Jackson, Lawrence, Scioto, Adams, and Brown. Nine ABE teachers



directly participate in major activities related to projects of objectives and purposes. Approximately 25 additional teachers benefit from some in-service training and will be expected to provide some assistance and feed-back relating to the evaluation of the training component of the project.

#### DESCRIPTION OF POPULATION SERVED

The ABE Centers directly involved in the Ohio Project have approximately 130 persons enrolled at the present time. These persons are from a rural Appalachian environment although some few now reside in a more urban setting - (Portsmouth, Ohio) Average age of the group is in the low thirties. The population has 2 to 1 ratio of females to males.

Functioning level of the population ranges from level one to three. Three centers have a predominately low level group, one predominately high level, and, the remaining centers have all three levels represented, but predominately Level II.

Most centers draw from a rather large geographic area; thus presenting transportation difficulties for many potential enrollees.

#### FACILITIES USED

Seven centers are housed in high school facilities, one in an elementary school, and, one in a community center.

With the exception of the community center, all have adequate furnishings and equipment for adult use.



## PROGRESS IN RELATION TO PROJECT PLAN OF PROCEDURES

### Phase I - Staff Development and Preplanning

Originally scheduled for July, August, and September, 1968. This phase of the program was revised and modified as a result of delay in approval and funding of the project.

#### Phase I Activities -

Activities - September 1 to October 31, 1968 include:

- (1) identification of potential operating centers.
- (2) Meeting with State Department, local administrators and coordinators to identify and select participating teachers.
- (3) Meetings with directors, and personnel from various agencies to enlist aid and cooperation in identification, recruitment, and provision of other supplementary services.
- (4) Planning for in-service training of teachers.
- (5) Orientation of participating teachers.

#### Progress and Problems -

In a series of meetings during September, administrators and coordinators from the various school districts in Adams, Pike, Scioto, Gallia, Lawrence, and Clermont counties received an orientation to the Ohio Project and were asked to identify teachers who would qualify and be willing to participate in the Ohio Project. Since Lawrence County had had no previous ABE Program and had no experienced teachers, its centers were eliminated from the program. Clermont County asked to be eliminated from the program because of the distance from the PILASCO Center.

Teachers from the remaining counties were selected on the basis of background experience, knowledge of their respective areas and its population, success in teaching adults and their desire to participate. With the exception of one center located in Portsmouth, Ohio, all centers are located in and serve a rural Appalachian population. The Portsmouth Center serves persons from this same background.

#### Supportive agencies -

Welfare Departments, State Employment Services, Community Action Groups, Social Security, Child Welfare, Veterans Relief, Outreach Council, etc., were contacted and asked to aid in identification of potential students, recruit where possible, and, to provide supplementary services where possible. Many agencies



and groups were unaware of ABE Programs operating in their areas - all responded positively to requests but offered little in the way of suggestions.

#### In-Service-

In cooperation with the State Department of Education and Morehead AABEDC, a series of in-service meetings were planned. Training related to counseling techniques, teacher preparation of materials, and use of programmed and other commercially prepared materials has been conducted.

#### Problems -

Most local programs were already in operation by the time final selection of centers was made. In most instances, teachers had selected instructional materials for classes. Most teachers were not knowledgeable of wide selection of materials. Gathering of initial data on many students took place after enrollment. Teachers found that some students had been assigned inappropriate materials.

Teacher's involvement with other agencies was hampered. All teachers in the project have daily teaching loads and personal contacts with agencies and their personnel has been most difficult. This contact should have been made before school started. Efforts have been made to acquaint teachers with others who can assist and supplement the program.

It was found that teachers were unaware of the services and assistance that other agencies could provide. Through in-service meetings, a greater awareness has been provided. Lists of agencies, their directors and personnel serving the area have been provided for all teachers.

#### Staff Development

A series of in-service meetings have been conducted for the purpose of improving teacher competence in instructional techniques, preparation and utilization of materials, guidance and counseling, and, the utilization of other agencies, persons, etc. as resources.

#### Schedule of In-Service Meetings -

October 19 - Orientation of Project Staff. Overview of AABEDC and objectives, procedures roles in Ohio project.



Plan for in-service.

Demonstration of VTR - its use and purpose.

Schedule for individual use of VTR.

Nov. 9 - Dr. Harold Rose, presentation of aims and objectives of AABEDC. Its relation to State Module Field Units.

Presentation by Directors of other agencies serving the population.

Training in interview and counseling techniques.

Feedback local problems - questions and answers.

Nov. 23 - George Eyster, Executive Director of AABEDC, James Miller, Ohio Department of Education, addresses group.

General Presentation - "Elements of good teaching and teacher preparation of instructional materials", Miss Margaret Kielty, Director of Civic Adult Education, Fitchbury, Mass.

Feedback from participants.

December 14 - AM - Training in guidance and counseling techniques - information resources, referral. Mr. George Travis, Ohio Department of Education

PM - Utilization of teacher prepared and other materials in life centered approach staff.

Discussion, questions and answers. Selection of materials, development of program related to student needs, goals, etc.

January 25 - Demonstration of Selection, use, etc., of programmed and other individualized instructional materials - Publishers representatives and staff.

Discussion -

PM - Review of project objectives and procedures. Self-evaluation of involvement and progress to date. Planning for future. Discussion of VTR.



## Progress and Problems related to Staff Development and Training. -

Reaction and feedback from teachers indicate that much has been derived from the in-service meetings.

All are making out of school contacts with students and find that this has greatly improved attendance, interest, and participation in the program.

Some changes in the program have resulted from these contacts. Some few additional enrollees have been gained through personal contact and in two cases home instruction or the presentation of materials in the home has resulted in new enrollees.

One center is providing home instruction for disabled students through the use of programmed materials.

Five of the nine centers are utilizing more programmed and individualized materials. Individual progress has shown a marked improvement.

Teachers, through personal contact and informal discussion at school, have structured a number of counseling interviews. These interviews have resulted in:

- (1) Referral to other agencies:
  - (a) Vocational Rehabilitation
  - (b) Employment Services for Man Power Training.
  - (c) Job Corps Training
  - (d) Welfare Departments
  - (e) Veterans Relief
  - (f) Health Department
- (2) Visitation to Man Power Centers and Vo-Tech Schools.
- (3) Restructuring to provide some group presentations on personal and community health and personal and social problems.

Most teachers admit the need for further training and experience in this area but indicate that their experiences have been most rewarding.

## Teacher-Made Materials -

To date there have been few attempts to develop instructional materials. Most teachers have provided some extra drill exercises related to textbook materials.

Some life centered materials are attached to this report. These have been developed for special purposes or presentations specifically for individual or small groups.

Teachers indicate that they would welcome additional training in the development of such materials.



## PHASE II

### Work Program - Assessment and Change.

In as much as Phase I of the project has been conducted in conjunction with the actual work or instructional program, much of the orientation and training of teachers has not been developed as originally planned.

Much of the initial work which was to be accomplished - concentrated recruitment efforts, student orientation and assessment - have not adhered to the original schedule.

Progress has been made in involving students in the evaluation of instructional materials; developing programs related to student needs; and, in involving other agencies in referral and recruitment. With the exception of one center, all teachers indicate that enrollments are increased, attendance is greatly improved, and, that a better relationship between teacher and student has developed.

The one center referred to above has suffered greatly as a result of change in location. Efforts are being made to recruit new students and to reinvolve students who attended at the former location.

Observations indicate a good usage of resource persons, agencies, and materials. Teaching practices vary considerably depending on the level of instruction, the structure of the class, and the types of materials used.

Through the use of the Video Tape Recorder, teachers have been able to evaluate their own methods and are quick to state that they feel the need to improve.

Some excellent teaching demonstrations have been recorded. These will be edited and made available to the AABEDC. Student reactions to the use of the VTR are excellent. In playback sessions, they are excited and quite verbal in comments regarding the conduct of the class. Many are quite discerning and have worthwhile comments. In no case has the use of the VTR been threatening.

Teachers indicate that the VTR is an invaluable tool both for teaching and evaluation.

To date, all centers have had the opportunity to use the VTR for at least one week and at least one additional week's use is scheduled.

### VALUATION OF PROGRESS TO DATE -

Progress of the Ohio Module Field Unit is not as originally expected. In most cases this relates to the late beginning of the project.

1. Involvement of other agencies in identification and recruitment of enrollees has been sorely lacking in some areas; however, referrals to agencies and their involvement as resources to the instructional



program have provided great assistance to the program.

- II. Pre-Service - No program developed.
- III. In-service Training - proceeding as scheduled - observable results are excellent.
- IV. Out of Class Teacher Time - most time is used wisely and productively. Use of time could be improved upon by two teachers.
- V. Use of VTR has been rewarding - should produce some worthwhile materials.
- VI. Instructional materials - Initial guidelines for selection of materials developed - guidelines or criteria for evaluation in the process.

Little teacher involvement in developing life-centered materials. Teachers need help in developing worthwhile materials - materials should relate to one level of achievement.

Programmed materials for upper levels appear to be resulting in the greatest amount of individual gain. Final evaluation will be more conclusive.

- VII. The teacher-counselor role needs strengthening; but, results of teacher's effort indicate a real value to attendance, additional opportunities for participants, improved attitudes, and performance.

# SELECTION OF APPROPRIATE INSTRUCTIONAL MATERIAL FOR USE WITH ADULT STUDENTS

## I. PRE SELECTION PROCEDURES

- A. Try to determine enrollee's reasons for entering the program?
- B. Obtain as much personal data on the enrollee as can be easily acquired.
- C. Observe enrollee's appearance, speech, habits, etc. (These can be revealing.)
- D. In initial interview or enrollment session try to determine goals or objectives. (Do they seem realistic?)
- E. Try to establish immediate goals that can be easily attained.

## II. SELECTION OF MATERIALS

- A. Are materials relevant to the adult's expressed goals or objectives? (immediate and long range?) (Life centered, job oriented, academic, etc.)
- B. Are the materials related to the class structure? (1) Individualized or programmed; (2) Lend themselves to group participation; and, (3) Provide for out of class progress.
- C. Do materials provide for sequential learning program?
- D. Can materials for specific learning skills be interrelated with other skills?
- E. Do materials provide for immediate success or reinforcement? (Appropriate level or degree difficulty.)
- F. Does material provide repetition or drill or constant reinforcement of basic concepts to be mastered?
- G. Do materials lend themselves to or provide for evaluation of progress?



# AABEDC PARTICIPANTS

TEACHER - ADDRESS	SCHOOL DISTRICT	LOCATION OF CENTER	MEETING NIGHTS
Rosemary Carter Route 1 Oakhill, Ohio 45656	North Gallia	North Gallia High School	T-T
Helen Bapst Box 13 Beaver, Ohio 45613	Scioto Valley (Pike County)	E. Jackson Twp. Elementary	M-Tues.
Roby Bach Box 96 Rarden, Ohio 45671	Northwest	Otway Elem.	T-T
Arthur Hossman 6021 Harding Ave. Sciotoville, Ohio 45662	Ports. City Schools	Ports. High School	T-T
Glen Shuter Minford, Ohio	Ports. City Schools	Highland Bend	M-Thur.
Chester Berry Route 2 West Union, Ohio	Adams County	Manchester High School	M-W
Carl Shamhart Box 295 South Webster, Ohio 45682	Bloom Local	South Webster	T-T
Donald B. Tackett Route 6, Clay High St. Portsmouth, Ohio 45662	Minford	Minford High School	T-T
Frank Merrill 935 Liberty Street Sciotoville, Ohio	Minford	Minford High School	T-T

SCHEDULE  
for  
VIDEO TAPE RECORDER

<u>SCHOOL</u>	<u>NAME</u>	<u>DATE</u>
Manchester High School	Chester Berry	Dec. 4thru 9
Way Elementary	Roby Bach	Dec. 10 thru 12
Winford High School	Frank Merrill Donald Tackett	Dec. 17 thru 19
Portsmouth City High School	Arthur Hossman	Jan. 7 thru 9
Highland Bend Center	Glen Shuter	Jan. 13 thru 16
Loom Twp. High School	Carl Shamhart	Jan. 21 thru 23
North Gallia High School	Rosemary Carter	Jan. 28 thru 30
East Jackson Elementary	Helen Bapst	Feb. 3 and 4

NOTE: Mr. Way will bring the Video Tape recorder to your center.  
Please plan to be there one-half hour early to receive  
additional instruction.



APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER  
SCHEDULE OF TOTAL EXPERIMENTAL DEMONSTRATION PROJECT

Calendar

Schedule of Activities

Sept. 1-30, 1968	Identification of target population areas for project. Cooperative planning with supportative agencies - Identification and recruitment - supplementary services. Planning for pre-service training program.
October 12, 1968	Recruitment and Pre-service training for teacher-counselors.
October 19, 1968	Minimum of six (6) meetings on Saturdays. Development of general objectives, selection of basic materials and evaluation of training program.
October 21, 1968	Orientation and pretesting of enrollees. Scheduling of class sessions and selection of basic materials.
October 28, 1968	Instructional program begins.
November 30, 1968	Inservice staff meetings, feedback, evaluation of progress and recommendations, planning for change, continuation of instructional program.
February 1, 1969	Inservice staff meeting, feedback, evaluation of progress, recommendations and planning, continuation of program.
March 15, 1969	Inservice staff meeting, feedback, evaluation, planning.
May, 1969	Instructional program ends. Staff meeting, feedback, evaluation and planning.
June, 1969	Data collection for final evaluation. Teacher reports.
July and Aug., 1969	Program evaluation and reporting.



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SCHEDULE OF TOTAL EXPERIMENTAL DEMONSTRATION PROJECT  
APRIL 1961 - AUGUST 1961



## **QUALITIES OF THE GOOD TEACHER**

### **FOR SELF EVALUATION**

#### **I. The Teacher's Personal Qualities**

##### **A. PERSONALITY**

1. Has Individuality
2. Is cheerful
3. Is dignified and well poised
4. Is vigorous and forceful

##### **B. DESIRABLE HABITS**

1. Is neat, clean and appropriately dressed
2. Uses English well and enunciates clearly
3. Is honest, straightforward, frank, genuine, has no artificialities
4. Is prompt, accurate, dependable

##### **C. PERSONAL EQUIPMENT**

1. Has personal charm
2. Has good disposition
3. Has well modulated voice
4. Has intelligence

##### **D. REFINEMENT**

1. Is courteous and considerate of others
2. Leisure activities are of high order
3. Has fine sensibilities
4. Possesses moral character

#### **II. The Teacher's Attitude**

##### **A. TOWARD PROFESSIONAL GROWTH**

1. Seeks self-improvement through reading and study, and is alert to discover new methods and devices
2. Seeks suggestions and accepts criticism gracefully
3. Takes initiative in asking for larger responsibilities
4. Determined to succeed -- will not admit defeat

##### **B. IN SOCIAL RELATIONSHIPS**

1. Discreet in personal conduct in and out of school
2. Friendly, cooperative, tactful and sensible in relations with others
3. Can submerge personal aspirations for school's welfare
4. Supports activities aiming at a better community

##### **C. IN PROFESSIONAL RELATIONSHIPS**

1. Willing to extend self unstintingly, to assume extra duties and conserve strength for school work
2. Supports and serves willingly in professional organizations
3. Loyal to fellow teachers, principal, superintendent, school board and community
4. Practices professional ethics.

# OHIO DEMONSTRATION RESEARCH PROJECT IN ADULT BASIC EDUCATION

## ADDENDUM A

The following additions, changes and revisions are to apply to the Ohio Project proposal on Adult Basic Education Life Centered Curricula Development and Teaching Techniques.

### PROCEDURES

- A. The number of counties to be included in the project will be increased to seven. The two additional counties are Lawrence and Brown Counties which lie in the rural Appalachian area of Southern Ohio.
- B. While the original number (nine) of demonstration classes has not been increased the number of ABE personnel participating in the pre and inservice training program will be increased to include all ABE personnel in the seven county area. Teachers and supervisors participating in these training sessions will number approximately thirty-five. These additional persons as a result of their involvement in the project will:
  - 1. assist in the selection, development, use and evaluation of curriculum materials.
  - 2. provide guidance and counseling services to participants in their local programs.
  - 3. participate in an organized program of placement and follow-up.
  - 4. assist in the ongoing and total evaluation of the training and instructional program.
- C. The administration and supervision of the project will be assigned to a project director and an assistant.

In as much as class sessions are to be held evenings and the training programs to be conducted on Saturdays, it is believed that such supervision and assistance can be provided on a part-time basis rather than employing a full-time coordinator. (See attachment)
- D. A part of the extended time (75 hours) allotted each of the nine demonstration classes will be utilized in conducting special classes. These classes will be held in homes or other facilities in the local communities and will be for the express purpose of acquainting small groups of potential enrollees with the ABE program. It is anticipated that this procedure will assist in recruitment and that more persons will become interested and involved in the regularly scheduled classes.



## PROFESSIONAL STAFF

- A. Local Supervision. Local Supervision of the Ohio Demonstration Research Project will be provided by the project director and a part-time assistant.

The project director is to be employed full-time for two months in order to adequately initiate the program, and will provide supervision and assistance on an extended time basis, evenings and Saturdays, during the remainder of the year. Inasmuch as the geographic area to be covered is large, and classes are held after regular school hours, an assistant will be employed on a part-time basis so that all Demonstration Research Centers might receive adequate supervision and assistance.

Project Director: Max W. Way  
110 East Third Street  
Waverly, Ohio 45690  
Phone: Business (614) 289-4311  
Home (614) 947-5959

Professional Education: BS Ed - Ohio University,  
M Ed - Ohio University, Post graduate work in School  
Administration and Administration of Adult and Continuing  
Education - Ohio University and Northern Illinois  
University.

Work Experience: 4 years industry (Director of Materials  
Control); 16 years operation and management of food market.

Professional Experience: 8 Years Teaching jr. high and  
high school science and math; 4 years experience as  
sr. high school guidance counselor; 3 years school  
administration and director of federal programs; 3 years  
director of adult basic and adult and continuing education.

Duties: His duties during the period of full-time employment will be: (1) identifying the ABE target population, (2) enlisting the aid and cooperation of local agencies and groups, and (3) working with the State Advisory Committee, Morehead Demonstration Center Staff, and other university and ABE consultant personnel in preparation for the preservice staff development program and supervising initial class activities in the nine demonstration research centers. Part-time duties to be coordinated with:

Assistant Director: To be named.

Qualifications: Administrative training and experience.  
Experience and training in adult basic education.

Duties: The director and assistant will provide administrative leadership and assistance in planning and affecting program change. He will act as a liaison between the program and all local cooperating groups and agencies. Part of his

Duties Cont'd:

responsibilities will be observing and recording effective teaching practices and assist in planning and conducting the inservice training programs. They will be responsible for all reporting and project evaluation activities.

#### BREAKDOWN OF ADMINISTRATIVE COSTS

##### Time - Salary - Travel

Project Director	
2 months - full-time	\$ 2,000.00
10 mos. extended time	
(\$175/mo)-evenings	
and Saturdays	<u>1,750.00</u>
	3,750.00
Assistant Project Director	
10 mos. extended time	
evenings and Saturdays	
(\$175/mo.)	<u>1,750.00</u>
	5,500.00
Estimated mileage -	
12,000 miles @ .08/mi.	<u>960.00</u>
TOTAL COST FOR ADMINISTRATION	6,460.00
OF THE PROJECT	



APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER  
OHIO DEMONSTRATION RESEARCH PROJECT  
IN  
ADULT BASIC EDUCATION

A. PROBLEM

Data collected by the Ohio State Department of Education indicate that rural ABE Programs experience the following problems:

- 1) Difficulty in recruiting and retaining adult learners, particularly the hard core unemployed young male.
- 2) Small rural programs lack adequate administration and supervision.
- 3) Criteria for selection of materials is lacking.
- 4) In-service training for teachers and administrators is lacking.
- 5) Guidance and counseling services are not always adequate and/or appropriate.
- 6) Placement and follow-up services are lacking.
- 7) Coordination and utilization of services of various agencies needs improving.
- 8) Evaluation techniques are lacking.

It is the purpose of this proposal to establish an experimental demonstration-research project involving five appalachian counties in southern Ohio.

B. OBJECTIVES

Objectives of the program as they relate to the problem are:



- 1) To develop a means or criteria for evaluation of appropriate ABE instructional materials, both commercially and teacher made, as they relate to the appalachian adult.
- 2) To utilize the teacher as a counselor as well as the instructor in order to assess the role of the teacher-counselor in an ongoing program of guidance and counseling.
- 3) To initiate follow-up activities in order to assess the placement, employment, and socialization of the participants.
- 4) To develop a model staff development program in order to implement and coordinate the program objectives.
- 5) To develop a design for system analysis to be employed in this and other Ohio projects and to be disseminated through the Morehead Center.

#### C. RATIONALE

Southern and Southeastern Ohio, like most of the Appalachian region of the United States has concentrations of under-educated, under employed and generally under privileged adults. For the most part, these persons live in rural communities which are not suited to agricultural pursuits and offer only seasonable or periodic employment in timbering, mining, construction, etc. Family incomes are generally below the poverty level and many are on welfare rolls. Geographically these communities are semi-isolated and lack in communication facilities.

Adult Education programs that have been established in these areas have not experienced a great degree of success. These programs are generally operated by local school districts and are usually supervised by an already overburdened administrators. ABE teachers are usually from the



public school staff and have had little or no previous training or experience in adult education. The teacher's knowledge of and exposure to a wide variety of instructional materials and techniques is usually lacking. Guidance and counseling activities are often limited to interview and testing sessions with little or no follow-up.

Most of the inadequacies of these programs stem from lack of funds and knowledgeable local leadership. Pre and in-service training is sorely lacking. ABE staffs are usually expected to provide their own unguided orientation into the world of an Adult Basic Education Program.

It is the purpose and intent of this proposal to develop an experimental demonstration research project related to overcoming these problems and to assess its effectiveness in terms of achievement, behavioral change and comparative cost per participant.

## E. PROCEDURE

This project will establish nine demonstration research classes in five Southern Ohio Counties which have been conducting ABE classes. Counties participating in the Project will be Adams, Cleremont, Gallia, Pike, and Scioto. School districts in which classes will be located have agreed to cooperate fully in the implementation of this project and will offer facilities and equipment as a part of the local effort.

The Tri-County Educational Resource Center located at Ohio University, Portsmouth, Ohio, has offered its assistance and cooperation as well as facilities for pre and in-service training.

In the ABE Program, as in any educational program, the professional staff is the key to success. Therefore, this project has established as one of its major objectives, the development of a model staff training program in order to implement and coordinate the other objectives. It is anticipated that the staff development program will have implications for other teacher training institutes and will assist in developing resource persons to be utilized in other programs.

By nature, the program will be conducted in three phases. They are:

Phase I - Staff Development and Pre-Planning

Professional Staff -

Project Director. Will be employed on a full time basis



for three months prior to beginning of the instructional program. This time will be utilized in: (1) identifying the ABE target population, (2) enlisting the aid and cooperation of local agencies and groups, and (3) working with the State Advisory Committee, Morehead Demonstration Center Staff, and other university and ABE consultant personnel in preparation for the preservice staff development program.

Teacher-Counselors. Nine certified teachers will be employed to conduct classes in the project areas. Classes will include the three levels of instruction offered in Ohio ABE Programs.

Teachers will have had previous teaching experience in adult ABE classes or will have had experience in working with the disadvantaged adult. All teachers will be familiar with the population and the area in which they will teach.

#### Staff Development -

A program of preservice training will be conducted and will involve all teachers in:

- 1) An orientation to the goals and objectives of the demonstration-research project.
- 2) Instruction in guidance and counseling techniques and practices. Identification of the role of the teacher-counselor. Place and time for individual or group counseling.
- 3) Orientation to cooperating groups and agencies. When and how to make referrals.
- 4) Development of cumulative record to be utilized in counseling, evaluation and follow-up.



- 5) Familiarization with materials and methods that have been successful in other programs and other newly developed materials and media.
- 6) Evaluation and selection of ABE program materials. How materials can be modified to meet local needs. How to get and utilize feed back from students.
- 7) Pre-assessment of identified needs and goals of target population.
- 8) Preliminary development of course content and objectives.
- 9) Orientation to basic evaluation design. Methods for collecting data and evaluating progress. How, when, and why, change objectives or revise curriculum.
- 10) Planning for future in-service training.

Approximately five (5) to seven (7) days would be required for the preservice staff development program. The program would be conducted in facilities provided by the Tri-County Educational Service Center and would involve the services of qualified consultants and resource persons.

#### Phase II - Work Program - Assessment and Change

- 1) Recruitment - the project director will enlist the aid of all local cooperating agencies and news media in recruiting of individuals to participate in local ABE programs.
- 2) Students will receive orientation and will be placed in appropriate instructional levels according to pre-test results or other ability and achievement level evaluation devices. Every effort will be made to involve a cross section of the eligible population in the demonstration-research project.
- 3) Classes will be conducted according to local schedules - usually two or three evenings per week. A total of 150



hours of instruction would constitute the regular instructional program.

- 4) Initial class activities will be concerned with assessing the individual's potential, desire, need, and goals. Teachers will utilize materials deemed appropriate to individual's abilities and needs. Through observation of progress and by eliciting feed back from the student, the teacher will determine the appropriateness of the materials and methods and will affect change or modification where necessary to provide more appropriate materials and methodology. By involving the student in the evaluation of materials and methods, it is hoped to develop criteria for evaluation of ABE program materials and improve individualized instructional procedures.

While the initial stages of the program may involve some trial and error methodology, it is believed that, by discarding the inappropriate and utilizing that which is appropriate, a model instructional program can be developed which will result in increased achievement and holding power.

- 5) Teachers involved in the program will be compensated for additional time for counseling, home visitation and other guidance and planning activities. An estimated three hours per week will be spent in these activities. Teacher - counselors will be expected to gain insight and provide guidance and counseling related to personal-social problems, family and peer relationships, job



opportunities, vocational training, etc. The additional involvement with the student outside the classroom should result in changes in attitude and performance and improve attendance and involvement in the program.

- 6) The project director will provide administrative leadership and assistance in planning and affecting program change. He will act as a liason between the program and all local cooperating groups and agencies. Apart of his duties will be to observe and record effective teaching practices and assist in planning and conducting the in-service training programs.
- 7) It is estimated that four in-service training sessions will be scheduled during the course of the program for the purpose of:
  - a) providing additional training in techniques and methods.
  - b) developing criteria for materials selection.
  - c) sharing successful teaching practices.
  - d) providing an on-going evaluation of the program - collecting data and solving mutual problems.
  - e) involving the staff in the dynamic forward movement of the program.

Phase III - Achievement - Change - Placement - Follow-Up - Data Collection.

The final phase of the program will involve: (1) evaluation of data collected on participants. Information concerning, progress, involvement, change, placement, training, employment records, etc., will be analyzed and reported; (2) Additional feed-back from participants and teacher-counselors will be gathered concerning the



effectiveness of the instructional program and the teacher-counselor role; (3) Collection of data concerning the assistance and cooperation of local groups and agencies; and, (4) Initiating a program of follow-up of participants. Local agencies to assist in conducting the study. Information to be gathered through interview, questionnaire, employment records and observer reports.

## F. EVALUATION

In as much as one of the objectives of this project is to develop a design for system analysis for this and other Ohio ABE programs, it is assumed that the proposal design will be used in the analysis and evaluation of the project. It is anticipated that the attached model, or some modification of it, will be used. (See attachment A)

Evaluation as it relates to the objectives will be an ongoing process with a terminal evaluation of performance measures of persons, properties and processes of the system.

Human feed back as an essential part of the ongoing evaluation will allow for program modification in order to attain the desired goals.

### Specific Objectives:

- 1) Criteria or means for evaluation of ABE material as it relates to Appalachian adults. Developed as a result of modification of other instruments and criteria and methods used to provide appropriate materials. Final evaluation based on learned skills and performance measures.



- 2) Assessment of role of the teacher-counselor - evaluated as a result of human feed back, self concept, questionnaires, citizenship, placement, employment, observable change, involvement, etc. - what can we do to prepare the teacher to be an effective counselor? Evaluation of activities.
- 3) Initiation of follow-up activities cannot be immediately evaluated. However, design and initial activities could be subjectively evaluated in terms of adequacy of data gathered from first contact.
- 4) Staff development program will be evaluated in terms of achievement, of performance, goals, and comparative studies with other ongoing programs.
- 5) Design for systems analysis will be self evaluating for this program. Application to other programs will determine appropriateness of design.

Further evaluation of the total program will be made through an analysis of the data gathered. Such analysis will be concerned with general objectives for all ABE programs.

All information and findings relating to this program will be made available to the Morehead Center for dissemination. It is expected that the findings of this program will have implications for teacher training institutes, ABE program design.



## G. BUDGET

### 1. Personnel

2 - Project Director 2 mos. full time/9 mos. part time	5,500.00	
1-Clerk-Secretary, 12 mos./ $\frac{1}{2}$ time	1,800.00	
9-Teachers X 75 hours X \$5.00/hr.	<u>3,375.00</u>	
	10,675.00	
Fixed Charges	<u>1,340.00</u>	
Sub Total	12,015.00	*

<u>2. Consultants</u> - for pre and inservice training	900.00	*
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### 3. Travel

Project Director 12,000 mi @ .08/mi	960.00	
Participants for pre and inservice training - 9,000 mi @ .08/mi	720.00	
Consultants for pre and inservice trg.	175.00	
Per diem for participants and consultants	<u>1,750.00</u>	
Sub Total	3,605.00	*

### 4. Communication

Postage 12 mo. @ \$ 5.00 per month	60.00	
Telephone 12 mo. @ \$ 20.00 per month	240.00	
Printing costs and materials	<u>300.00</u>	
Sub Total	600.00	*

### 5. Instructional Materials

Estimated 200 per class X 9	1,800.00	
Tape for VTR - 10 rolls X \$ 45.00 ea.	450.00	
Equipment - VTR	<u>1,442.00</u>	
Sub Total	3,692.00	*

GRAND TOTAL	\$ 20,812.00
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\* Sub Totals



ATTACHMENT - A  
A SYSTEMS ANALYSIS MODEL FOR EDUCATION

Any system of an educational training program involves a complex, inter-related set of activities, functions, sub-systems, and operations that must be effectively coordinated to the end of successfully achieving the requirements and objectives of the system. Treated as a system, an educational training program has a set of inputs and outputs, design criteria, performance objectives, and a structure of relationships between elements of the system such that the modification of a single aspect of the configuration might well require modifications in other elements included in the structure.

A tight-looped circuitry feedback in a system provides the vehicle by which the aforementioned modifications can be effected most efficiently and in the direction of attaining the performance goals of the system.

In the interest of uniformity, communication, and general understanding of the various elements, relationships, and operations of the various "analysis and demonstration projects" sponsored by the United States Office of Education Adult Education Section, it is suggested that the Directors of these various programs use the format below in reporting on the activities and related events occurring within their respective projects. An analog model of the systems approach is shown in Figure 1.

The systems approach may be applied to operations of macrocosmic or microcosmic order. Since each element of a system is related in some way to all other elements of the system, the alteration of one element necessarily affects, in some ways, all other elements. This circumstance provides the basic reason for systems analysis -- an approach that accommodates continuous evaluation of, and change in, the system under consideration. This analog model has widespread applications throughout the realm of education.

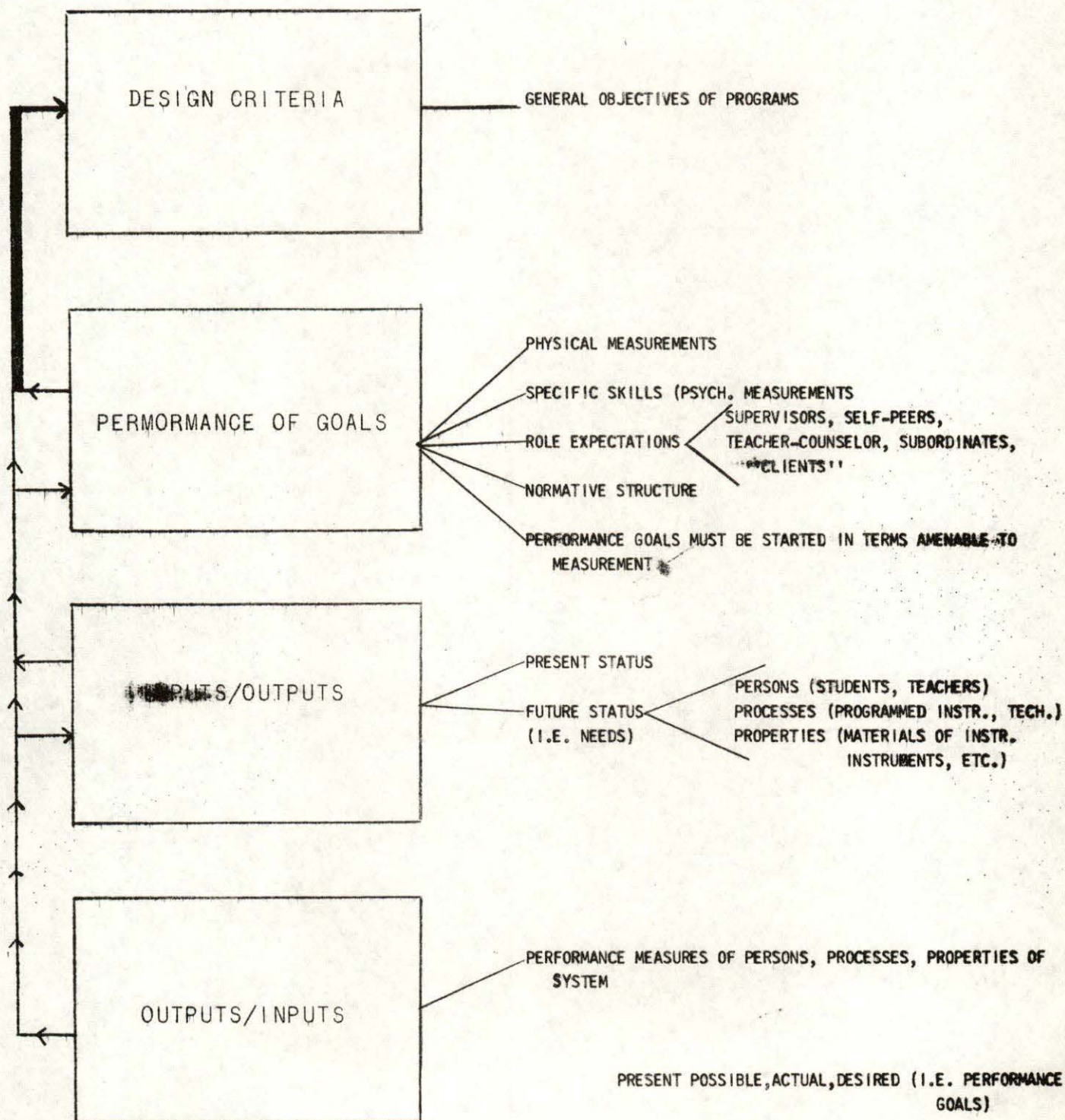
- Joseph E. Hill,  
Wayne State University  
Detroit, Michigan



FIGURE 1 - SYSTEMS ANALYSIS MODEL

SYSTEM ELEMENTS: PERSONS, PROCESSES, PROPERTIES

HUMAN FEEDBACK CIRCULARITY



AABEDC - INSERVICE TRAINING MEETING

AGENDA  
October 19, 1968

- 10:00      Philosophy and Objective of Morehead Project,  
            Mr. George Eyster, Morehead University
- 10:30      The Ohio Project, Mr. James Miller and  
            Max W. Way
- 11:00      Instruction on contracts, pay, mileage, etc.
- 11:15      Review and modify forms for gathering data -  
            Group Brain Power - Ideas
- 12:00      Lunch
- 1:00       Plan for future inservice training
- 1:45       Introduction to VTR - Basic Training in use and  
            application
- 3:00       Adjourn



AABEDC IN-SERVICE TRAINING MEETING

NOVEMBER 9, 1968

10:00 AM	Dr. Harold Rose, Overview of the Morehead Appalachian Adult Basic Education Demonstration Center.
10:15	Mr. Nelson Smith, Director, Pike County Welfare Department.
10:45	Mr. John Chatfield, Director Social Security Office, Portsmouth, Ohio.
11:15	Nell Truitt, Community Action Agency, Adams County.
11:45	Mr. Robert Chapman, Manager, Employment Services, Jackson, Ohio.
12:15 - 1:15	Lunch
1:15	Mr. George Travis, Ohio State Dept. of Education - Interview and Counseling Techniques.
2:30	Work Session - Problems, questions, answers, etc.

OHIO PROJECT  
AABEDC - ADULT BASIC EDUCATION  
IN-SERVICE TRAINING MEETING

November 23, 1968

10:00 AM	INTRODUCTION: George Eyster, Executive Director, AABEDC, Morehead State University, Morehead, Ky. and James Miller, Director, Special Programs, Ohio Department of Education, Columbus, Ohio.
10:15	GENERAL PRESENTATION: Miss Margaret Kielty, Director of Adult Education, Fitchburg, Massachusetts.
10:40	Coffee Break.
10:50	Teaching Demonstration and Question and Answer Period: Miss Kielty.
12:30	Lunch
1:30	Second Teaching Demonstration and Question and Answer Period.
3:00	Adjourn.



Ohio Project  
AABEDC

A G E N D A

- 10:00 Mr. George Travis -  
Counseling and Interview Techniques.
- 12:00 Lunch
- 1:00 Work Session - Problem Clinic  
Student Data - Individual analysis.  
Types of Students, Demographic Data,  
Instructional Levels, Background,  
Experience, Knowledge (Personal,  
Community, Occupational).  
  
Materials - Teaching - Resource-  
Teacher made - Project - Topic.  
  
Problems - Type of program -  
Attendance - Agency involvement.
- 3:00 Adjourn - Next meeting date.

Taken from

RURAL MANPOWER CENTER

Special Paper No. 2

SOCIOCULTURAL PATTERNS  
AMONG MICHIGAN MIGRANT FARM WORKERS

MYRTLE R. REUL

School of Social Work  
College of Social Science

MICHIGAN STATE  
UNIVERSITY

EAST LANSING



## CULTURE OF THE APPALACHIAN WHITES

MOST OF THE WHITE MIGRANT WORKERS WHO COME TO MICHIGAN LIVED ORIGINALLY IN ALABAMA, ARKANSAS, WEST TENNESSEE, OR WEST KENTUCKY. A FEW COME FROM WEST VIRGINIA OR OTHER PLACES IN APPALACHIA.

IN ORDER TO UNDERSTAND THE APPALACHIAN HIGHLANDER, IT IS NECESSARY TO KNOW THE HISTORY OF THE REGION, AND HOW THE PEOPLE VIEW THEMSELVES AND OTHERS. IT IS NECESSARY TO KNOW WHY THEY SO RESENT BEING CLASSIFIED AS "HILLBILLIES" MERELY BECAUSE THEY WERE BORN IN THE MOUNTAINS.

THE EARLY SETTLERS IN APPALACHIA CAME ORIGINALLY FROM SETTLEMENTS ALONG THE EAST COAST. SOME WANTED NO PART OF SLAVERY WHICH WAS BECOMING COMMON IN EASTERN VIRGINIA; A FEW WERE SMALL SLAVE OWNERS, THEMSELVES. OTHERS WERE INDENTURED SERVANTS WHO HAD EARNED THEIR FREEDOM. STILL OTHERS FROM THE MOUNTAINS OF SCOTLAND CAME TO LOVE THE MOUNTAINS OF KENTUCKY AS THEIR NEW HOME. THE MAJORITY, HOWEVER, WERE ENGLISH-PROTESTANTS, WHO SETTLED IN THE MOUNTAINS FOR RELIGIOUS FREEDOM.

EVEN IN THOSE EARLY SETTLEMENTS, THERE WERE SOCIAL CLASSES BASED ON WHEN THE FIRST MEMBERS OF A FAMILY CAME, WHAT THEY DID, AND WHERE THEY BUILT THEIR HOME. THE HIGHER ON THE MOUNTAIN THEY LIVED THE LOWER THEIR SOCIAL PRESTIGE. "POOR WHITE TRASH" WERE SAID TO LIVE "BACK ON THE MOUNTAIN" OR ALONG THE RIDGES, AND SO EVEN TODAY, THERE ARE DIFFERENT SOCIAL CLASSES IN THE MOUNTAINS.

TWO NEIGHBORS, PRESENTLY LIVING IN THE SAME ALLEY AND BOTH ON WELFARE, WILL BE VIEWED AS COMING FROM DIFFERENT SOCIAL CLASSES DEPENDING UPON THE EMPLOYMENT OF "THEIR GRANDPAPPIES." THIS IS HOW THEY SEE THEMSELVES AND EACH OTHER, ALTHOUGH SHOULD THEY MOVE TO CINCINNATI AND WORK ON THE SAME ASSEMBLY LINE, THEY WOULD BOTH BE CALLED "HILLBILLIES." IF HISTORICALLY THEIR FAMILY DIFFERENCES WERE GREAT, ONE OF THE WORKERS MAY QUIT AS SOON AS HE LEARNS WITH WHOM HE IS EXPECTED TO WORK BECAUSE HE CANNOT BRING HIMSELF TO HAVE A CLOSE ASSOCIATION WITH SUCH "RIFFRAFF AND SKUM." HE WOULD, IN HIS JUDGEMENT, OWE MORE THAN THAT TO THE MEMORY OF HIS GRANDFATHER.

THE DESCENDANTS OF THOSE WHO CAME TO APPALACHIA MERELY TO WORK IN THE COAL MINES HAVE NEVER BEEN FULLY ACCEPTED BY THE DESCENDANTS OF THE FIRST SETTLERS WHO WERE THERE BEFORE THE REVOLUTIONARY WAR. THOSE WHO CAME ONLY FOR MINING WERE BROUGHT BY THE MINE OWNERS, THOSE LARGE CORPORATIONS OF WEALTHY STOCKHOLDERS WHO LIVED IN NEW YORK OR CHICAGO. TO THE ORIGINAL PEOPLE OF THE AREA THIS EXPERIENCE IN COAL MINING WAS A LONG SERIES OF EXPLOITATIONS. "FOREIGNERS" WERE BROUGHT FROM EUROPE TO "TAKE THEIR OBS." THEY WERE EXPERIENCE MINERS FROM THE COAL FIELDS OF WALES AND ITALY. THEY WERE ALSO MOSTLY

CATHOLIC. THEY WERE DIFFERENT, AND THEY WERE A THREAT. LOCAL PEOPLE RETALIATED BY NEVER ACCEPTING THE "NEWCOMERS," AND SO THEY ARE NOT ACCEPTED TODAY ALTHOUGH THEY MAY HAVE LIVED IN THE SAME VALLEY FOR 40 YEARS.

THE SEVEN MILLION PEOPLE WHO PRESENTLY LIVE IN THE APPALACHIAN MOUNTAINS ARE FACED WITH TRYING TO FIND A WAY TO SUPPORT THEMSELVES, IN AN AREA THAT CANNOT HANDLE SUCH A LARGE POPULATION. MINES ARE CLOSED. HILLSIDE FARMS ARE TOO SMALL. MANY INDIVIDUALS WHO PREVIOUSLY FOUND WORK IN THEIR OWN HOME COMMUNITY HAVE JOINED THE MIGRANT STREAMS TO LOOK FOR EMPLOYMENT IN THE CROPS.

#### PSYCHOLOGICAL TIES TO AN AREA

PSYCHOLOGICALLY, THE HIGHLANDER HAS A TIE TO THE MOUNTAINS WHICH MAKES MOVING TO ANOTHER PLACE VERY DIFFICULT. THIS TYPE OF PSYCHOLOGICAL TIE TO A GEOGRAPHICAL AREA IS NOT UNIQUE TO INDIVIDUALS FROM THE APPALACHIAN MOUNTAINS, IT IS ALSO SEEN ON THE PART OF INDIANS WHO HAVE A STRONG REPULL TO THE WESTERN RESERVATIONS, AND ON THE PART OF SOUTHERN NEGROES WHO HAVE MOVED TO NORTHERN CITIES, BUT WHO EMOTIONALLY REMAIN IN MISSISSIPPI OR ALABAMA.

THE APPALACHIAN HIGHLANDER MAY LEAVE A JOB TO RETURN TO THE MOUNTAINS OF TENNESSEE. IT IS NOT UNUSUAL FOR THIS MAN TO TAKE HIS CHILDREN OUT OF SCHOOL AND TO TRAVEL HALF WAY ACROSS THE UNITED STATES BECAUSE A FOURTH COUSIN IS BEING MARRIED. HE MAY HAVE LEARNED NOT TO GIVE THIS AS A REASON. HE MAY HAVE LEARNED NOT TO TELL AN EMPLOYER THAT HE "JUST FELT LIKE GOIN' HOME." INSTEAD HE MAY CLAIM THERE WAS NO WORK OR THAT HE COULD NOT MAKE MONEY IN THE CHERRIES OF GRAND TRAVERSE COUNTY. HE IS REALLY SAYING THAT HE IS HOMESICK FOR HIS MOUNTAINS AND NEEDS AN EMOTIONAL RECHARGING OF HIS BATTERIES FROM THOSE WHO UNDERSTAND HIM--HIS KINFOLK.

THE NEGRO MAY MOVE FROM A MODERN APARTMENT IN THE ROBERT TAYLER PUBLIC HOUSING PROJECT OF CHICAGO BACK TO A TINY, CROWDED HOUSE IN MISSISSIPPI BECAUSE THAT UNPAINTED SHANTY HAD A LITTLE BACKYARD WHERE HE CAN RAISE TURNIP AND COLLARD GREENS AND WHERE HE CAN FEEL MORE COMFORTABLE THAN HE DOES "COOPED UP" IN THE CITY.

VISITORS TO THE APPALACHIAN OR OZARK AREAS NOTICE THE UNPAINTED HOUSES, AND THEY EVALUATE THE AREA AS DRAB AND WITHOUT ANY PERSONAL PRIDE. OUTSIDE PAINT HAS NEVER BEEN THOUGHT OF AS IMPORTANT, AS COMPARED TO INSIDE PAINT. ONE LOOKS FROM THE INSIDE OUT. WHEN OUTSIDE, A HIGHLANDER LIFTS HIS EYES TO HIS BELOVED MOUNTAINS.



WE STAYED IN EASTERN KENTUCKY WITH A FAMILY ON THE CREST OF A MOUNTAIN. TO REACH THEIR UNPAINTED FOUR ROOM YANKEE FRAME CABIN, WE CLIMBED A PATH SO STEEP IN PLACES WE HELD ONTO BUSHES. THE PATH WAS CUT BY THE T.V.A. ELECTRIC COMPANY FOR A POWER LINE. THE FAMILY "BROUGHT IN" SUPPLIES WITH A MULE AND A STONEBOAT.

WE WATCHED TELEVISION THAT EVENING AND WERE AWARE OF THE GREAT CONTRAST BETWEEN AN ADVERTISEMENT SHOWING A MODERN CHROME AND COPPER KITCHEN, AND THE CABIN IN WHICH WE STAYED. HERE WAS A WOOD STOVE AND A HOUSEWIFE IN A DRESS MADE FROM TWO FLOWERED FEED SACKS WHO USED LYE SOAP AND HAD NEVER LIVED IN A HOUSE WITH A TELEPHONE. YET, THERE WAS A TWENTY-MILE VIEW ACROSS THE CUMBERLAND MOUNTAINS, AND THE SUN FADED INTO A PURPLE MIST OF DISTANT PEAKS--AS OUR HOST SAID, "THE WORLD IS AT OUR FEET!"

#### PERSON TO PERSON CULTURE

THE HIGHLANDER'S CULTURE IS PERSON TO PERSON CENTERED. EACH SITUATION APPLIES TO AN INDIVIDUAL IN A VERY PERSONAL SENSE. HE VIEWS HIS COMMUNITY IN RELATIONSHIP TO HIMSELF, NOT HIMSELF IN RELATIONSHIP TO THE COMMUNITY. SUCH AN INDIVIDUAL WILL HAVE DIFFICULTY ACCEPTING CRITICISM. THE NORTHERN FARMER WHO FINDS FAULT WITH A MIGRANT WORKER FROM THIS CULTURE, IN THE THINKING OF THAT WORKER, IS NOT CRITICIZING THE WORK OF AN INDIVIDUAL, HE IS CRITICIZING THE WORTH OF AN INDIVIDUAL. IN THIS SORT OF A SITUATION, NOT ONLY IS THE WORKER INSULTED BY WHAT THE FARMER HAS SAID, BUT ALL THAT HE STANDS FOR IS INSULTED, INCLUDING HIS FAMILY AND KINFOLK WHO MAY STILL LIVE IN THE MOUNTAINS.

AN EXAMPLE OF THIS WAS A COLLEGE GRADUATE WE MET IN BIRMINGHAM, ALABAMA. SHE HAD MOVED RECENTLY FROM THE MOUNTAINS OF TENNESSEE WHERE HER FAMILY LIVED FOR FIVE GENERATIONS. THEY WERE A WELL-KNOWN AND HIGHLY RESPECTED FAMILY, NO ONE DOUBTED THEIR "WORD" ON ANYTHING. HER GRANDFATHER AND FATHER HAD OFTEN BORROWED MONEY FROM THE LOCAL BANK WITHOUT SIGNING A NOTE, THEIR "WORD" WAS ENOUGH.

IN BIRMINGHAM SHE WAS STOPPED A BLOCK FROM HER HOME BY A POLICEMAN WHO ASKED TO SEE HER DRIVER'S LICENSE. SHE DID NOT HAVE IT. HE ASKED IF SHE HAD ONE. SHE EXPLAINED IT WAS HOME. THE POLICEMAN INSISTED THAT HE COULD NOT TAKE HER WORD FOR THE FACT SHE HAD ONE. HE WANTED PROOF. HE FOLLOWED HER THE BLOCK TO HER HOME WHERE SHE PRODUCED THE LICENSE.

TWO AND ONE-HALF DAYS LATER THIS COLLEGE EDUCATED WOMAN WAS STILL SEETHING WITH ANGER. SHE HAD NEVER BEEN SO INSULTED IN ALL HER LIFE. HER FAMILY IN TENNESSEE HAD BEEN INSULTED. SOMEONE HAD DOUBTED THE

WORD OF A FAMILY MEMBER, HAD IMPLIED SHE COULD NOT BE TRUSTED, THAT SHE LIED.

AGENCIES, SUCH AS WELFARE AGENCIES, WHO MUST SEEK PROOF OF MARRIAGE OR OTHER ELIGIBILITY FACTS, SHOULD BE AWARE THAT MANY OF THESE PEOPLE VIEW SUCH QUESTIONS AS AN INSULT. THIS MEANS A CASEWORKER MUST SUSPECT THE COUPLE OF "LIVING IN SIN" AND/OR HAS CALLED THEIR CHILDREN ILLEGITIMATE OR SHE WOULD ACCEPT THE PARENTS' WORD THEY WERE MARRIED, SHE WOULD NOT ASK TO SEE THEIR CERTIFICATE. ANYONE ASKING FOR SUCH PROOF NEED TO SPEND TIME CAREFULLY EXPLAINING WHY SUCH INFORMATION IS NEEDED, BEING CAREFUL TO POINT OUT THAT THE STATEMENT OF THE MARRIAGE OR BIRTH DATE IS NOT DOUBTED.

#### FAMILY ROLES

THERE IS LITTLE OF THE COMPANIONSHIP MARRIAGE PHILOSOPHY IN THE FAMILY CULTURE OF THE MOUNTAINS. THE MAN IS THE HEAD OF THE HOUSEHOLD. HE IS OFTEN OVERSHADOWED, HOWEVER, BY THE WOMAN WHO ACTUALLY MAKES MANY OF THE DECISIONS HE CLAIMS TO MAKE. ACCORDING TO ONE OLD MOUNTAINEER, THE HUSBAND IS THE HEAD, BUT THE WIFE IS THE NECK, AND SHE TURNS THE HEAD IN WHATEVER DIRECTION SHE WANTS HIM TO GO.

THIS IS AN ADULT-CENTERED CULTURE. THE NEEDS OF THE FATHER COME FIRST, THE NEEDS OF THE CHILDREN SECOND. CHILDREN ARE EXPECTED TO CONSIDER THE NEEDS OF THE PARENTS FOR QUIET OR REST. DISCIPLINE IS NOT USUALLY HANDLED AS PART OF LONG-RANGE PLANNING, OR LEARNING FOR THE CHILDREN. CHILDREN ARE TOLD TO STOP SOMETHING BECAUSE FATHER IS WATCHING TELEVISION OR BECAUSE MOTHER DOES NOT LIKE THE NOISE. BABIES ARE WELCOME, REGARDLESS OF NUMBERS, AND PLAYED WITH BY BOTH PARENTS. INFANTS ARE OVER INDULGED WHILE VERY YOUNG BUT LATER MUST CONFORM TO THE WISHES OF THE PARENTS.

AFTER MARRIAGE, A MAN CONTINUES TO SPEND A GOOD DEAL OF TIME WITH MEN FRIENDS PLAYING CARDS, DRINKING, FISHING, OR JUST TALKING. THE WOMAN HAS HER FRIENDS WITH WHOM SHE TALKS AND GOSSIPS, SEWS OR GARDENS. OUTSIDE OF CHURCH AND FAMILY REUNIONS MOST PARENTS AND THEIR CHILDREN DO VERY FEW THINGS TOGETHER AS A FAMILY.

THERE CAN BE A GOOD DEAL OF JEALOUSY CAUSED BY THE SUCCESS OF A NEIGHBOR OR RELATIVE. THIS AGAIN IS NOT UNIQUE TO THE MOUNTAIN CULTURE. MIGRANT WORKERS ARE OFTEN VERY JEALOUS OF FELLOW WORKERS. THEY FEEL THEY ARE ASSIGNED A POOR ROW OR A TREE WHILE OTHERS RECEIVE BETTER ONES, OR THAT ANOTHER WORKER IS PAID AT A HIGHER RATE, OR IS PRAISED WHEN THEY ARE NOT PRAISED. SOMETIMES THEY GIVE RACIAL PREJUDICE, OR EMPLOYER FAVORITISM, AS THE REASON FOR THEIR LACK OF SUCCESS OR FOR AN EXCUSE AS TO WHY THEY DO NOT EARN AS MUCH MONEY AS OTHERS.



IT IS HARD FOR AN INDIVIDUAL FROM THE MOUNTAIN CULTURE TO TALK ABOUT PERSONAL FEELINGS. IT IS EASIER FOR HIM TO TALK ABOUT THINGS AND BEHAVIOR. WHAT THIS PERSON OFTEN GIVES BACK IS THE ANSWER HE THINKS IS EXPECTED.

PHYSICIANS KNOW THEY MUST CAREFULLY EVALUATE BETWEEN THE SYMPTOMS A PATIENT MAY HAVE HEARD, AND THAT HE IS USING TO DIAGNOSE HIS OWN PROBLEM, AND THOSE SYMPTOMS WHICH THE PATIENT MAY ACTUALLY HAVE, BUT WHICH HE FAILS TO DESCRIBE BECAUSE HE IS SO BUSY TRYING TO TELL THE PHYSICIAN WHAT HE THINKS THE PHYSICIAN EXPECTS TO HEAR.

#### METHODS OF EXPRESSING ANGER

INDIVIDUALS WHO HAVE KNOWN RACIAL OR ETHNIC DISCRIMINATION DEVELOP DEFENSES TO COPE WITH THEIR FEELINGS OF ANGER AND HOSTILITY. ONE SUCH DEFENSE IS DENIAL, TO SAY OR DO THE OPPOSITE OF WHAT ONE FEELS. ANOTHER IS TO MASK TRUE FEELINGS IN HUMOR, TO BE THE CLOWN. <sup>A</sup> N INDIVIDUAL MAY BECOME THE CUTUP, THE COMEDIAN WHO AMUSES HIS AUDIENCE, AT THE SAME TIME HE INSULTS THEM OR OTHERS. SOME COMEDIANS ARE VERY CAUSTIC OR SADISTIC IN THE NAME OF HUMOR. A JOKE, A STORY, OR A PUN BECOMES THE AVENUE TO RELEASE THEIR OWN PERSONAL HOSTILITY AND ANGER.

THE CLOWN WHO LAUGHS AT HIMSELF AND OTHERS, WHO NEVER SEEMS TO HAVE A WORRY OR CONCERN, MAY COVER HIS INSECURITY WITH LAUGHTER. HE MAY LITERALLY BE "LAUGHING ON THE OUTSIDE," WHILE HE IS "WEEPING ON THE INSIDE." THERE ARE MANY OF THESE CLOWNS AMONG MIGRANT WORKERS--ESPECIALLY NEGROES.

<sup>A</sup> NOTHER WAY OF EXPRESSING ANGER IS TO PROJECT IT ONTO PERSONS OR SITUATIONS THAT HAVE NOTHING TO DO WITH THE ACTUAL CAUSE OF THE FRUSTRATION. WE SAW AN EXAMPLE OF THIS WITH A SPANISH-AMERICAN FATHER. HE HAD PROMISED HIS WIFE AND CHILDREN THAT WHEN THEY WERE PAID AT THE END OF THE WEEK HE WOULD TAKE THEM TO A CERTAIN LITTLE RESTAURANT. THEY HAD SEEN IT FROM THE STREET WITH ITS TABLES PRETTILY DECORATED, AND ITS PATRONS SEEMING TO HAVE A GOOD TIME. ON SATURDAY THEY DRESSED SPECIAL. WHEN THEY ARRIVED AT THE DOOR THEY WERE TURNED AWAY, ALTHOUGH THEY COULD SEE EMPTY TABLES. THE OWNER SAID THEY WERE "TOO LARGE A PARTY" TO BE SERVED THAT NIGHT. TO THE FAMILY IT SEEMED HE SAID, "THE LIKES OF YOU ARE NOT ALLOWED HERE."

HOW DOES A MAN UNDER THESE CIRCUMSTANCES SAVE FACE IN THE EYES OF HIS WIFE AND CHILDREN? HOW DOES HE ANSWER THEIR QUESTIONS OF "WHY?" HE COULD NOT EXPRESS HIS ANGER TO THE OWNER, HE WOULD HAVE BEEN JAILED. HE COULD ONLY MASK HIS HURT AS HE AND HIS FAMILY WALKED AWAY. HIS ANGER WAS THERE, A SULLEN DEEP ANGER THAT MULTIPLIED EACH TIME HE RECALLED THE EXPERIENCE. HE WAS REINSULTED EACH TIME HE REMEMBERED STANDING THERE SURROUNDED BY HIS CHILDREN, BEGGING PERMISSION OF ANOTHER MAN TO BE SEATED AND TO ORDER FOOD. HIS ANGER

HAD TO BE EXPRESSED. HE BOUGHT TWO BOTTLES OF CHEAP WINE AND RETURNED TO THE HOUSING. UNDER THE INFLUENCE OF ALCOHOL HIS ANGER WAS RELEASED. HE BECAME VIOLENT. HE KICKED OUT SCREENS, BROKE FURNITURE AND WINDOWS. HE WAS NOT ANGRY WITH THE GROWER. HE RATHER LIKED HIS EMPLOYER. STILL THIS FRUIT GROWER WAS PART OF THE AFFLUENT SOCIETY WHO COULD GO TO ANY RESTAURANT AND WOULD NOT BE TURNED AWAY--SO THE MAN VENTED HIS RAGE.

IF YOU CAN IDENTIFY WITH THIS FATHER FOR A FEW MINUTES, PERHAPS YOU TOO CAN SENSE SOME OF THE HELPLESS FRUSTRATION HE FELT. HOW DO YOU THINK YOU WOULD FEEL IN HIS PLACE? WHAT WOULD YOU DO? DO NOT BE TOO CERTAIN THAT YOU ARE NOT CAPABLE OF SUCH VIOLENCE!

AS HELPING PEOPLE, WE MAY BE ON THE RECEIVING END OF MUCH SUCH PROJECTED HOSTILITY. SOMETIMES WE ARE THE FIRST INDIVIDUALS IN THE LIFE OF A MIGRANT INTERESTED ENOUGH TO EXPRESS CONCERN, TO LISTEN TO HIS PROBLEMS. IT CAN APPEAR AS IF WE HAVE OPENED AN EMOTIONAL SAFETY VALVE, WHICH WILL NOT TURN OFF, AS THE FEELINGS POUR FORTH.

#### DEVELOPING A CONCEPT OF SELF

A CONCEPT OF SELF IS PARTLY DETERMINED BY SEX ROLE IDENTIFICATION. THE BOY WHO IS ABLE TO IDENTIFY WITH HIS FATHER, WHO SENSES HIS FATHER'S ACCEPTANCE OF HIM, WILL WANT TO GROW INTO A MAN WHO IS LIKE HIS FATHER. LIKewise THE GIRL IDENTIFIES WITH HER MOTHER IN BECOMING FEMININE.

IN THE NEGRO HOME, HEADED BY THE WOMAN, IT MAY BE VERY DIFFICULT FOR A BOY TO FIND A MAN WITH WHOM HE CAN IDENTIFY. OFTEN THE MOTHER, OUT OF HER FRUSTRATION AND ANGER, LASHES OUT AT HER HUSBAND OR EX-HUSBAND BY USING HIM AS AN EXAMPLE IN DISCIPLINING HER SON. SHE MAY SAY, "BOY, YOU ARE JUST LIKE YOUR FATHER-- NO GOOD." SHE MAY GO ON TO DESCRIBE THE FATHER IN NONCOMPLIMENTARY TERMS.

A BOY, IN THIS KIND OF SITUATION, FEELS LET DOWN BY HIS FATHER. HE MAY HATE HIS FATHER AND IN TURN HATE EVERYTHING ABOUT HIMSELF THAT IS LIKE HIS FATHER. HE OFTEN FEELS ANGER TOWARD HIS MOTHER WHOM HE BLAMES FOR DRIVING HIS FATHER AWAY. THIS DISTRUST OF HIS OWN MOTHER GETS PROJECTED ONTO OTHER WOMEN. IT BECOMES HATRED OF ALL WOMEN ESPECIALLY OF MOTHER AND IS A MAIN FACTOR LATER IN HIS SEXUAL EXPLOITATION OF GIRLS AND WOMEN.

THE GIRL IN SUCH A MOTHER-DOMINATED HOME ALSO FEELS LET DOWN. DESERTED BY HER FATHER, SHE AT A YOUNG AGE MAY DECIDE THAT MEN CANNOT BE TRUSTED. SHE MAY HAVE SO MUCH HOSTILITY TOWARD THEM THAT SHE BECOMES EXPLOITATIVE, LEADING MEN ON, TEASING, CHEATING, EXTORTING MONEY, AND CLAIMING SHE HAS BEEN RAPED OR IS PREGNANT. SHE MAY ALSO BLAME HER MOTHER FOR WHAT HAPPENED TO THE PARENTS' RELATIONSHIP. SHE MAY NOT BE ABLE TO IDENTIFY WITH HER MOTHER, OR WITH ANY OTHER WOMAN AND THEREFORE WILL HAVE DIFFICULTY IN HER OWN



SEX ROLE BECAUSE SHE IS CONTEMPTUOUS OF WOMEN AND IN TURN OF HERSELF AS A WOMAN.

WHILE SOME OF THE MIGRANT FAMILIES WHO COME TO MICHIGAN MAY APPEAR TO BE DISORGANIZED, IT IS IMPORTANT THAT EACH FAMILY BE EXAMINED TO SEE HOW THEY ARE COPING WITH THE EXPERIENCES OF THEIR LIVES.

IT MUST ALSO BE KEPT IN MIND THAT THERE CAN BE MANY PATTERNS OF FAMILY ORGANIZATIONS, EACH WITH ITS OWN STRENGTH. AS HELPING PEOPLE WE CAN ONLY WORK WITH THE STRENGTHS.

#### FEELINGS OF OPPRESSION AND PREJUDICE

ALL OF THE MIGRANT GROUPS MENTIONED THUS FAR, THE SPANISH-AMERICANS, THE NEGROES, THE WHITE HIGHLANDERS, THE INDIANS, ARE FROM BACKGROUNDS WHERE THEIR FOREFATHERS WERE OPPRESSED. BECAUSE OF THIS OPPRESSION THERE IS A TENDENCY TO VIEW WITH SUSPICION, ANYONE NOT OF THEIR CULTURE. THEY ARE FEARFUL THEY WILL BE EXPLOITED, OR RIDICULED. MEMBERS OF THE DOMINANT AFFLUENT SOCIETY ARE NOT TO BE TRUSTED. THERE ARE FEELINGS OF DEEP PREJUDICE TOWARDS THOSE OF OTHER RACES OR RELIGIONS, AND ESPECIALLY TOWARDS MEMBERS OF THE WHITE RACE WHO ARE IN POSITIONS OF AUTHORITY, NAMELY EMPLOYERS.

THERE IS A GOOD DEAL OF PREJUDICE AND DEEP HATRED FOR THOSE WHO ARE DIFFERENT AMONG THE VARIOUS RACES AND ETHNIC GROUPS IN THE MIGRANT STREAMS. IT IS SEEN AT TIMES BETWEEN WHITES AND NEGROES, NEGROES AND SPANISH-AMERICANS, MEXICAN-AMERICANS AND PUERTO RICANS, INDIANS AND WHITES, INDIANS AND NEGROES AS WELL AS WITHIN THE SAME RACE.

THE HISTORY OF MIGRATORY FARM LABOR IS DARK WITH EXPLOITATION OF SUPPRESSED RACIAL AND ETHNIC MINORITY GROUPS IMPORTED TO WORK IN THE FIELDS. RACE HAS BEEN PITTED AGAINST RACE, IN AN ATTEMPT TO GET THE HARVEST COMPLETED FOR THE LEAST AMOUNT OF MONEY. WORKERS IN THE MIGRANT STREAMS HAVE COME TO EXPECT EXPLOITATION AND TO LOOK UPON HELPING PEOPLE WITH SUSPICION AS IF THEY MIGHT BE "CON MEN" WHO ARE AFTER SOMETHING FOR THEMSELVES.

#### COMMUNICATION

IT IS NOT UNUSUAL FOR INDIVIDUALS TO COMPLETELY MISUNDERSTAND A PROFESSIONAL PERSON WHO IS ATTEMPTING TO ASSIST THEM BECAUSE THE HELPING PERSON USES PROFESSIONAL JARGON. WE MET A STRANDED FAMILY WHOSE FIVE YEAR OLD SON HAD HIS ARM IN A CAST. IN REPLY TO MY QUESTIONS THE MOTHER TOLD US HER SON FELL FROM A TREE AND BROKE A BONE. SHE WAS WORRIED. THE DOCTOR TOLD HER HE SET THE "CLAVICAL." THIS "DID NOT SOUND RIGHT."

HER BROTHER HAD FALLEN FROM AN APPLE TREE AND BROKE HIS COLLARBONE, AND HER SON ACTED THE SAME WAY. SHE ONLY HOPED THE "DOC HAD SET" THE RIGHT BONE.

PEOPLE FROM THIS CULTURE USUALLY WILL NOT ADMIT TO ANYONE IN AN AUTHORITATIVE POSITION THAT THEY DO NOT UNDERSTAND WHAT IS SAID. THEY DO NOT ASK QUESTIONS. THEY MAY NOD THEIR HEADS, AS IF TO SAY "YES," SIMPLY BECAUSE THIS IS THE RESPONSE THEY THINK THEY SHOULD MAKE TO SOMEONE IN A POSITION OF AUTHORITY SUCH AS A TEACHER, SOCIAL WORKER, MINISTER, OR DOCTOR. THE PERSON SHOULD BE ASKED TO TELL IN HIS OWN WORDS WHAT HE THINKS HAS HAPPENED, OR WHAT HAS BEEN SAID.

ANOTHER EXAMPLE WE SAW WAS AN OLDER MIGRANT WORKER WHO WAS ANGRY BECAUSE THE DOCTOR AT THE CLINIC TOLD HIM "THERE WAS NO SUCH THING AS CATARRH OF THE HEAD." THE MOUNTAINEER WAS DENOUNCING ALL SERVICES OF THE CLINIC BECAUSE HE DID NOT FEEL THIS STAFF MEMBER WAS WELL TRAINED. AN OLDER DOCTOR WHO KNEW THE TERM ASSURED THE MIGRANT THAT WHILE THE YOUNGER MAN DID NOT KNOW THE PROPER NAME FOR SINUS INFECTION, HE WAS WELL TRAINED IN HOW TO TREAT THE AFFLICTION.

THOSE OF YOU WHO DO NOT UNDERSTAND A FOREIGN LANGUAGE SHOULD HAVE THE EXPERIENCE OF LISTENING TO A NON-ENGLISH LECTURE. THIS WOULD HELP TO GIVE YOU SOME FEEL FOR THE FRUSTRATIONS FACED EACH DAY BY THE SPANISH-SPEAKING CHILD IN HIS SCHOOL EXPERIENCE. HE NOT ONLY HAS TO LISTEN TO ALL INSTRUCTIONS AND INFORMATION IN ENGLISH, BUT ALSO MUST BE EXAMINED OVER THE CONTENT AND MUST WRITE HIS ANSWERS IN ENGLISH.

REGARDLESS OF THEIR RACE, OR THEIR CULTURE, PEOPLE WHO ARE LESS SOPHISTICATED ARE MORE ACCURATELY "TUNED--IN" TO THEIR SURROUNDINGS AT THE FEELING LEVEL. ALL HAVE LEARNED TO BE ON GUARD, TO PROCEED CAUTIOUSLY WITH A STRANGER. THEY HAVE LEARNED NOT TO RISK SHARING TOO MUCH OF THEMSELVES UNTIL THEY ARE CERTAIN THEY CAN TRUST THE OTHER PERSON. THEY HAVE NEEDED TO DO THIS AS A MEANS OF EMOTIONAL AND SOCIAL SURVIVAL. THEY HAVE DEVELOPED THEIR INTUITIVE ABILITY, ALMOST TO AN ANIMAL INSTINCT. THEY SENSE VERY ACCURATELY HOW OTHERS FEEL ABOUT THEM. THIS IS WHY THOSE WHO MERELY PAY LIP SERVICE CAN NEVER SUCCEED IN WORK WITH THE CULTURALLY OR SOCIALLY DEPRIVED. PEOPLE WHO RELATE AT THE FEELING LEVEL CAN SPOT AN INSINCERE INDIVIDUAL VERY READILY, AND THEY WILL REACT ACCORDINGLY.

THROUGHOUT THEIR EMPLOYMENT EXPERIENCE, MIGRANT WORKERS HAVE SENSED THEY ARE NOT WANTED OR ACCEPTED. THEY HAVE HEARD COMMUNITIES SAY, "COME HARVEST OUR CROPS. WE NEED YOU. WE WANT YOU TO LABOR, BUT WHEN YOU HAVE FINISHED GO QUICKLY AND QUIETLY SO WE CAN FORGET YOU EXIST, UNTIL WE NEED YOU AGAIN."



**STUDENT RECORD**  
**AABEDC - Ohio Project**

Print Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_

Rural Route or/  
Number and Street Address \_\_\_\_\_ Telephone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Social Security No \_\_\_\_\_

Date of Birth \_\_\_\_\_ How long in  
City or Community \_\_\_\_\_

Place of Birth \_\_\_\_\_ How long in State \_\_\_\_\_

Sex \_\_\_\_\_

Married \_\_\_\_\_ Height: \_\_\_\_\_ Ft. \_\_\_\_\_ In. Weight \_\_\_\_\_  
Single \_\_\_\_\_  
Other \_\_\_\_\_

U.S. Citizen \_\_\_\_ Yes \_\_\_\_ No No. of Children \_\_\_\_\_  
Ages of Children \_\_\_\_\_

Employed \_\_\_\_ Yes \_\_\_\_ No Type of Work \_\_\_\_\_

Employer \_\_\_\_\_ Address \_\_\_\_\_

Earnings: Check One \_\_\_\_ 0 \$ 3,000 \_\_\_\_ \$4,000-6,000 \_\_\_\_ Over \$ 6,000

Names of children and schools which they attend:

Name	School	Grade	Age
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Names of Pre-School Children

Name	Age
_____	_____
_____	_____

Names of children out of school:

Name	Address	Age
_____	_____	_____
_____	_____	_____

Name of Husband or Wife \_\_\_\_\_

Is Husband (Wife) employed? \_\_\_\_\_ Where \_\_\_\_\_

Parents Name and Address \_\_\_\_\_



What is the highest grade you attended in school? Circle one.

Elementary 1 2 3 4 5 6 7 8 High School 9 10 11 12 College 1 2 3 4

At what age did you leave school? \_\_\_\_\_ Date left school \_\_\_\_\_

Have you ever had special training? \_\_\_\_\_ MDTA \_\_\_\_\_ Adult Education \_\_\_\_\_

Other \_\_\_\_\_

Do you receive any form of public assistance? \_\_\_\_ Yes \_\_\_\_ No

What kind? \_\_\_\_\_

#### HEALTH RECORD:

Illnesses, etc. \_\_\_\_\_

Employment Accidents \_\_\_\_\_

Is everyone in your family in good health? \_\_\_\_ Yes \_\_\_\_ No

Explain \_\_\_\_\_

How far do you live from the center? \_\_\_\_\_

Do you need transportation? \_\_\_\_ Yes \_\_\_\_ No

Do you have a car? \_\_\_\_ Yes \_\_\_\_ No

Do you have babysitting problems? \_\_\_\_\_

What do you do in your leisure time? \_\_\_\_\_

Hobbies, etc. \_\_\_\_\_



# AABEDC - OHIO PROJECT

A. Please rate student \_\_\_\_\_ on the following criteria as he/she entered the Adult Basic Education Program:

## PHYSICAL APPEARANCE

(Please check the appropriate blank)  
GOOD AVERAGE POOR

Cleanliness - Clothes

\_\_\_\_\_

Face

\_\_\_\_\_

Teeth

\_\_\_\_\_

Hands

\_\_\_\_\_

Hair

\_\_\_\_\_

Grooming - Neatness

\_\_\_\_\_

Shaven

\_\_\_\_\_

Hair combed and trimmed, etc.

\_\_\_\_\_

Shoes shined

\_\_\_\_\_

Alertness

\_\_\_\_\_

## CONVERSATIONABILITY

Attitude toward: Training

\_\_\_\_\_

Working

\_\_\_\_\_

Family Responsibility

\_\_\_\_\_

Community Responsibility

\_\_\_\_\_

People

\_\_\_\_\_

Self Concept

\_\_\_\_\_

Promptness

\_\_\_\_\_

B. Please rate the student in relation to his knowledge or awareness of the following:

## SOCIAL SERVICE AGENCIES

Local Welfare Department

\_\_\_\_\_

Local Social or Case Worker

\_\_\_\_\_

C A P Agency

\_\_\_\_\_

Child Welfare Department

\_\_\_\_\_

Veteran's Relief Agency

\_\_\_\_\_

Social Security

\_\_\_\_\_

Other Social Service Agencies  
List

\_\_\_\_\_

	GOOD	AVERAGE	POOR
OCCUPATIONAL INFORMATION AND EMPLOYMENT OPPORTUNITIES, AGENCIES, ETC.			
Local Employment Opportunities	_____	_____	_____
Personal Information for Job Application	_____	_____	_____
Application Procedures, Interview, etc.	_____	_____	_____
State Employment Service	_____	_____	_____
Job Training Opportunities	_____	_____	_____
Job Entrance Requirements	_____	_____	_____
Other (list)	_____	_____	_____

#### CONSUMER ECONOMICS

Credit Buying	_____	_____	_____
Interest	_____	_____	_____
Budgeting and family buying	_____	_____	_____
Savings, checking, and banking	_____	_____	_____
Insurance	_____	_____	_____
Renting and Buying Property	_____	_____	_____

#### CITIZENSHIP AND COMMUNITY RESPONSIBILITY

Voting responsibilities	_____	_____	_____
Community organizations (knowledge of)	_____	_____	_____
Participation in above	_____	_____	_____
Health and Sanitation	_____	_____	_____
Participation in Church or related groups	_____	_____	_____
Civil Obedience (Any violation, convictions, etc.)	_____	_____	_____
Does the student:	_____	_____	_____
Have a drivers' license? ____ Yes ____ No			
Own an automobile? ____ Yes ____ No			
Use alcholic beverages? ____ Yes ____ No      Excessively? ____ Yes ____ No			

C. Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Ohio Project  
A A B E D C  
STUDENT CONTACT FORM

Referral

Initial

Teacher

Date of Contact

Referred by

Date of Referral

1. Student Contacted: \_\_\_\_\_  
Name

2. Address: \_\_\_\_\_  
\_\_\_\_\_  
City State

3. Telephone Number \_\_\_\_\_

4. Reason for referral or contact: \_\_\_\_\_

5. Summary of dialogue or action: \_\_\_\_\_

6. Recommendation or follow up activities and comments: \_\_\_\_\_

# AABEDC - OHIO PROJECT

## STUDENT CONTACT

Student I.D. \_\_\_\_\_

TEACHER \_\_\_\_\_

DATE	NATURE OF CONTACT AND OBSERVATIONS -- PROBLEM	RECOMMENDATIONS, FOLLOW-UP ACTIVITIES, ACTION TAKEN -- CHANGE -- SOLUTION, ETC.



1. *Chlorophyll a* (Chl a) and *Chlorophyll b* (Chl b) are the two main photosynthetic pigments in green plants. They are responsible for capturing light energy and converting it into chemical energy through the process of photosynthesis.

1

1

[illegible]

# AABEDC - OHIO PROJECT

## TEACHER CHECKLIST OF STUDENT BEHAVIOR

Student \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Center \_\_\_\_\_

Project Teacher \_\_\_\_\_ Date \_\_\_\_\_

**DIRECTIONS:** On these pages you will find statements that refer specifically to our stated objective and specific behavior characteristics. You are asked to make a judgment regarding the extent to which each of these goals have been reached by the particular student during the course of the Project. Please use the three-point scale in recording your judgments.

INSTRUCTIONAL LEVEL: I, II, III, (CIRCLE ONE)	CODE	A	B	C
To what extent/degree do you feel the student has exhibited behavior revealing the following understands, skills, and values appropriate for this level of instruction?		To a very great extent or degree	To a satisfactory extent or degree	To a very limited extent or degree
<b>UNDERSTANDINGS</b>				
1. Seek, from effective sources (human and material) assistance with his problems of learning and/or everyday living?				
2. Comprehends the significant obligations and responsibilities as well as the rights and privileges essential for effective participation in our society?				
3. Recognizes his own personal and unique role to be played in the effective functioning of our society?				
4. Is conscious of the necessity for communication in our society and of the skills and media essential for effective communication?				
5. Realizes the role mathematics plays in his every day life and the necessity for its accurate usage?				
6. Reveals an insight into personal health by displaying cleanliness of hands, hair and clothing?				
<b>SKILLS AND ABILITIES</b>				
1. Displays ability to modify his own behavior to meet the demands of a situation?				



## A

B

C

2. Demonstrates an increasingly refined ability to use written and oral communication skills?
3. Exhibits an increasingly refined and effective use of auditory and visual discrimination?
4. Discloses a working understanding of the basic skills in reading, writing, and computation?
5. Uses study habits that, for him, are most effective?
6. Relates on-going learning activities to personal, immediate and/or future need satisfaction?
7. Makes application of on-going learning activities to personal problems of everyday living?
8. Demonstrates ability to solve problems of everyday living by effective use of the scientific or problem-solving method?
9. Defends the choice/s/ he has made in problem situations?
10. Weighs and accepts the consequences of his decisions before he makes them?

## ATTITUDES AND VALUES

1. Believes his contributions to group goals and living are accepted and respected?
2. Displays faith in his ability to understand and successfully perform learning tasks presented in the teaching-learning situation?
3. Manifests in speech and action a faith in his own ability to meet successfully vocational-social-civic problems now and in the future?
4. Regards his school as a desirable and worthwhile institution?

# PUBLIC ASSISTANCE IN OHIO

Aid to needy persons unable to meet their own needs through their own efforts and financial resources is administered through a welfare department in each county. Information about its location may be obtained at the local court house. The programs which provide assistance are:

- A. Aid for the Aged (AFA)
- B. Aid to the Blind (AB)
- C. Aid to Dependent Children (ADC)
- D. Aid to the Permanently and Totally Disabled (AFD)
- E. General Relief (GR)

## APPLYING FOR AID

Any person who believes that he may be eligible for one of the programs has the right to apply. The request for assistance is made to the county welfare department in the county in which the person making the application is living.

## FINANCIAL NEED

Eligibility for assistance and the amount of the assistance payment in all programs are based on need as determined by state standards of assistance for shelter, heat, light, cooking, food, clothing, and other necessities. A person is considered in need if his income is less than the state standard.

## OTHER ELIGIBILITY REQUIREMENTS

The following brief statements outline eligibility requirements for each of the assistance programs:

### A. AID FOR THE AGED

1. Must be 65 years of age or over.
2. A spouse or adult children are required to contribute to support, if able to do so.
3. Must have lived in Ohio for three years out of the last nine, with one year's continuous residence immediately preceding application.
4. Must not have equity in real estate of more than \$12,000. In unusual circumstances the department may waive this requirement. The law requires that both the recipient and his spouse sign certificates of lien whenever they own an interest in real property. The lien is not enforced until after the death of both the recipient and his spouse unless they sell or abandon the property during their lifetimes. The amount of assistance paid to or on behalf of the recipient and spouse is a claim against the estate.
5. Insurance held by the recipient with a net value in excess of \$500 must be trustee to the Ohio Department of Public Welfare.



## B. AID TO THE BLIND

1. Must be 18 years of age or older.
2. Must have lived in Ohio one year immediately preceding application or must have lost eyesight while a resident of Ohio.
3. Blindness must be established by the examination of a qualified physician or optometrist.
4. If between 18 and 21 years of age, parents are obligated to support, if able to do so.

## C. AID TO DEPENDENT CHILDREN

1. Must be less than 21 years of age. A child who is 18 to 21 years of age must be attending school, college, university, or approved training program.
2. The child or the relative applying on behalf of the child must have lived in Ohio for one year prior to the date of receiving aid, or the child must have been born in Ohio if under one year of age.
3. The child must be living with a parent or other person related by blood or marriage.
4. Need must result from one of the following reasons:
  - a. Death of a parent.
  - b. Continued absence of a parent. Ohio law provides that county welfare departments must file charges of non-support against an absent parent whose children are recipients of aid to dependent children, if the absent parent is not contributing adequately to the support of his children.
  - c. Physical or mental illness of a parent. This must be verified by an examination by a physician.
  - d. Unemployment of the father. He must have been out of work or working less than full time for at least 30 days. He must not have refused, within 30 days before receiving assistance, an offer of employment or training for employment which was made in good faith. He must have worked in six or more of a recent period of 13 calendar quarters before applying for assistance. He must not be currently receiving unemployment compensation benefits.

## D. AID FOR THE DISABLED

1. Must be 18 years of age or older, but not yet 65.
2. Must have lived in Ohio one year immediately preceding application.
3. Must be unable to work regularly because of a physical or mental impairment. In the case of a married woman, the impairment must prevent her from carrying out the major duties of a homemaker. The impairment must be permanent or one that is unlikely to improve. Must be verified by a physical or psychiatric examination.
4. If between 18 and 21 years of age, must not have available support from a parent.

## E. GENERAL RELIEF

General relief is intended to aid those persons who do not qualify for payments from one of the federally assisted public assistance programs. Full details about the general relief program may be secured from the welfare department of the county in which the applicant resides.

## MEDICAL ASSISTANCE

The medical assistance program provides medical services required by the recipient's condition. Each eligible recipient is issued a health services card which shows that he is currently eligible. The health services card lists those services for which prior authorization is necessary. Any person who wishes to obtain information about services provided under the medical assistance program should contact the local county welfare department.

The state medical assistance program is limited to persons eligible for money payment under categories of aid for the aged, aid to the blind, aid to dependent children, and aid for the disabled, with these exceptions:

1. Children under 21 years of age who would be eligible for aid to dependent children if in school.
2. Persons who would be eligible for aid for the aged, aid to the blind, aid to dependent children, or aid for the disabled, except for residence requirements.
3. Persons who would be eligible for aid for the aged, but who are unwilling to execute a certificate of lien on real property or who are unwilling to place in trust life insurance.

Other persons unable to pay for necessary medical care should apply for general relief.

## QUALITY CONTROL REVIEW OF CASE ACTIONS

The Ohio Department of Public Welfare reviews a sample of case actions taken by county welfare departments to determine whether the actions were correct. In these cases, a reviewer from the state will interview the applicant or recipient and duplicate the county investigation.

## RIGHTS AND RESPONSIBILITIES OF APPLICANTS AND RECIPIENTS

Establishing Eligibility. The applicant or recipient of public assistance is responsible for furnishing information which will make it possible for the county welfare department to determine if eligibility requirements are met.

Investigation. Some statements of an applicant must be verified either through papers which he has or can get, or by the investigation of a caseworker. The caseworker must ask the applicant's permission before contacting a third party for information.

Decision on Application. The county is required to act on an application within 30 days, except in AFD where action must be taken within 60 days. The decision must be given to the applicant in writing, and the reason for denial must be given if no grant is approved.

Payment. A minimum standard allowance has been fixed by the Ohio Department of Public Welfare according to the assistance program of the individual or family. All available net income must be deducted from this standard. A family receiving aid will receive the difference between the standard allowance and the monthly income, if any, after deducting work expenses and other allowable deductions, including the following disregard of earned income.



Earned Income. The earnings of children who are in school are not counted in figuring aid payments. Earned income of adults is disregarded as follows:

1. Aid to the Blind - \$85 a month plus one-half of the balance.
2. Aid for the Aged and Aid for the Disabled - \$20 a month plus one-half of the next \$60.
3. Aid to Dependent Children - the first \$30 a month plus one-third of additional net income.

Employment of ADC Parents. The father of children who are receiving aid because of his unemployment must be referred to a work or training program. If there is no work or training program in the area, the father must register every 30 days with the Bureau of Employment Services and be referred to vocational educational opportunities in the community and any other formal organized training that is available. The unemployed father must be willing to work.

Mothers of children who are receiving aid to dependent children will be referred, as appropriate, to work and training programs for job placement or participation in a work project or training program. The county welfare department will help the mother plan for day care services for her children during working hours while she is absent from the home, either working or participating in a training program.

Family Planning. The aid to dependent children program is designed to strengthen family life and to assist in return to self-support. Responsible family planning is a part of this goal. Every mother who is living with her dependent child will be referred by the county welfare department for advice on methods of controlling the size and/or spacing of her family. The mother has the right to decide which, if any, source of family planning consultation is consistent with her particular religious and moral views. The cost of any devices and/or supplies prescribed for this purpose will be met by health care funds.

Fraud. A recipient of aid must report income or other facts which would affect his eligibility for payment. He may be guilty of fraud if he fails to do so or if he gives false information.

Records. The records of the county welfare department are not open to the public or to the recipient. The information secured in the course of determining eligibility may be used only for purposes directly connected with the administration of the program.

Availability of State Manual. Persons who want to see parts of the Manual may make arrangements through the county welfare department. The director will appoint a competent staff member to review the parts of the Manual in which they are particularly interested. Copies of the Manual or parts thereof are available on a charge basis from the Bureau of Public Assistance.

Appeals. An applicant for any public assistance program, not including general relief, may ask for a hearing by the state if he is refused aid, if he believes that the amount that he has been granted is incorrect, if there is a subsequent change in payment, if there is undue delay in acting on his application, or if he believes he has been discriminated against by reason of race, color, religion, national origin, or ancestry. A recipient may appeal any action of the county welfare department related to his receipt of aid. Requests for hearings are made to the Division of Welfare Services, Ohio Department of Public Welfare, Oak and Ninth Streets, Columbus, Ohio 43215.